

## Annual Quality Assurance Summary

This summary provides an overview of how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence: standards for medical education and training](#) and [Assuring readiness for practice: a framework for the MLA](#). It provides an overview of the QA activities undertaken over the course of a year and an overview of findings including any areas of notable practice or requirements and recommendations we have set. The summary is published.

|               |                                            |
|---------------|--------------------------------------------|
| Organisation  | University of Liverpool School of Medicine |
| Review period | Aug 2025 – Aug 2026 (Year 2)               |

### Overview of findings

| Overall findings statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that University of Liverpool School of Medicine is meeting the standards set out in the GMC's <i>Promoting excellence: standards for medical education and training</i>.</p> <p>The QA activities that we have carried out in this annual cycle have provided opportunities to observe how the school meets our standards from across <i>Promoting excellence</i> and demonstrates continued compliance with <i>Assuring readiness for practice: a framework for the MLA</i> (the 'MLA Framework'). We have set requirements and recommendations where our standards are not being met.</p> <p>In 2025, we decided that medical schools and postgraduate training organisations that had completed an initial cycle of four self-assessment questionnaires could move to a biennial submission, following an assessment of their previous submissions. As a result of this assessment University of Liverpool has now moved to a biennial model so does not submit a self-assessment questionnaire (SAQ) in 2026. The next date of submission is 2027.</p> |

## Quality activity undertaken

| Activity              | Date          | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SAQ submission        | Aug 2025      | <p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned University of Liverpool activities that we could observe for quality assurance purposes.</p> <p>We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p>                                                                                                                                                                                                                                                                                                               |
| SAQ feedback meeting  | 5 Nov 2025    | <p>This meeting was held to provide feedback to the school on its 2024/25 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential QA activities we could undertake in this annual cycle. These activities were selected to improve our understanding of University of Liverpool's processes.</p> <p>We did not identify areas of risk during the SAQ meeting.</p> <p>Following this meeting, the school was provided with written feedback on the SAQ submission.</p>                                                                                                                                               |
| MLA Examiner Training | 12 March 2026 | <p>We conducted a review of the medical school's examiner training for those marking the MLA CPSA. Taken together, the training appears suitable for preparing examiners to participate in clinical assessments aligned with the Medical Licensing Assessment (MLA).</p> <p>The inclusion of calibration exercises and clear guidance on examiner responsibilities provides a solid foundation for examiner preparation in a high-stakes clinical assessment context. We suggested a small number of enhancements, particularly relating to calibration using simulated patient consultations, structured feedback guidance and discussion of borderline performance could further strengthen the</p> |

|                                                       |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |             | <p>training and support consistency of examiner judgement.</p> <p>Overall, this training was supportive and accessible for new and experienced CPSA examiners. While there are some potential areas for development, it covers essential criteria of good practice and provides a clear orientation to the process.</p> <p>We set one recommendation following the review of this training.</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| GEP Student Q&A                                       | 13 May 2026 | <p>Overall, we saw that this is a programme developing within the supportive environment of a well-established school. It was very clear that the school took learning from the initial cohort and have put in multiple positive interventions for the current Y1s. We have assurance that the programme meets our standards, and therefore our recommendations are intended to help the programme survive and thrive. We made four recommendations based on this activity.</p>                                                                                                                                                                                                                                                                                                               |
| Merseyside Young Health and Life Sciences Observation | 20 May 2026 | <p>This activity was listed on the SAQ by University of Liverpool against</p> <p>Themes 1 and 5 of <i>Promoting Excellence</i>, specifically:</p> <p>R5.3 Medical school curricula must give medical students:</p> <p>(g) learning opportunities enabling them to develop generic professional capabilities</p> <p>This was a rich day with lots to capture. The Merseyside Young Health and Life Sciences is a forward-thinking initiative with an assertive commitment to widening participation in the local area, with a focus beyond pure academic attainment. It offers valuable opportunities for medical students to develop generic professional capabilities, including teaching and near-peer mentoring, and encourages a holistic view of both clinical skills and character.</p> |

## Changes to MLA delivery

Assessment providers must inform us of any planned changes to the design or delivery of their approved MLA model. We have reviewed the changes outlined below and are satisfied that University of Liverpool's delivery of the MLA continues to meet the requirements of the *MLA Framework*.

| No. | Change | Detail (including impact on any MLA requirements as appropriate) | Implementation date for change |
|-----|--------|------------------------------------------------------------------|--------------------------------|
| 1   | N/A    | N/A                                                              | N/A                            |

## Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisation when they identify that our standards are not being met in an education and training environment. Concerns are managed locally by the responsible organisation until resolution. We also use the QRS to monitor requirements and recommendations set by the GMC.

| Activity                       | Date    | Summary                                                                                                                                                                                                                                                           |
|--------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality Reporting System (QRS) | Ongoing | University of Liverpool have six open items on the QRS.<br><br>The school is engaged with the QRS system and continues to provide frequent and detailed updates.<br><br>We are assured that our thresholds for reporting via the QRS are embedded and adhered to. |

## Recommendations

We set recommendations where we have found areas for improvement related to our standards. They highlight areas an organisation should address to improve, in line with best practice.

| No. | Theme                                 | Recommendation                                                                                                   | Date set    |
|-----|---------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------|
| 1   | MLA CPSA R11: Policies and procedures | The school should consider the suggested enhancements and update us on any planned changes by 16 September 2026. | 16 Mar 2026 |

|   |                                                                 |                                                                                                                                                         |             |
|---|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 2 | Theme 5:<br>Developing and delivering curricula and assessments | The school should expedite the quality control process for updating online modules and include bespoke GEP content.                                     | 22 Jun 2026 |
| 3 | Theme 3:<br>Supporting learners                                 | The school should look for ways to better support GEP students' transition into the wider cohort, as well as maintain connection throughout the course. | 22 Jun 2026 |
| 4 | Theme 3:<br>Supporting learners                                 | The school should consider ways to increase support available for students from non-science backgrounds.                                                | 22 Jun 2026 |
| 5 | Theme 3:<br>Supporting learners                                 | The school should consider providing continuous representation for GEP students as they move through the programme.                                     | 22 Jun 2026 |

## Next steps

The school has moved to the biennial model which means the next SAQ submission will be in August 2027. This will be a full submission with answers to all questions.

The GMC's written feedback on the SAQ submitted in August 2025 lists any areas that we require an update on in the next SAQ submission. These include:

### Theme two

EGL2-02: Joint working across the region between medical schools.

EGL2-05: Feedback following the introduction of Active Bystander training.

### Theme five

DCA4-01: Implementation of the dedicated VLE hub to support students with learning around AI and technologies from September 2026.

## Organisation's response

The organisation has the right to reply to this summary; if they have responded it will be included below.

## Organisation's response

